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ABSTRACT

This guide deals with the implementation of the Career Intern Program (CIP), a major component of the Urban Career Education Center (UCEC) of Philadelphia, an alternative approach to the traditional educational system which emphasizes career development. The guide offers initial suggested procedures for local administrators to follow in developing UCEC in their neighborhood. It equips the administrator with information on workscope, proposed time sequences, and expected outcomes. It can be used in concert with the available technical assistance and support services provided through the existing UCEC program. The first section of the guide focuses on how UCEC is implemented. A second section offers suggested timelines for the implementation of a CIP Program. A third section provides a number of implementation task statements and outcomes. (Author).

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Career Intern Program Implementation Planning Guide

ED131138

CIP: A New Meaning for Education

Urban Career Education Center
100 West Coulter Street
Philadelphia, Pennsylvania 19144

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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OICs/A-UCECP is an alternative approach to the traditional education system and is located in Philadelphia, Pa. The Implementation Planning Guides are part of a series of materials developed by OICs/A-UCECP. Additional materials include:

- General Information Booklet
- UCEC Folder and Description Packets for CIP, CCP, COP
- Training Manuals for CIP, CCP, COP
- Curricular Outlines for CIP and COP

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Introduction

The Urban Career Education Center (UCEC) is an alternative approach to the traditional educational system. Its emphasis is on career development. An outgrowth of the commitment of the Opportunities Industrialization Centers of America (OICs/A) to serve the poor, UCEC is a joint educational effort between school, community and industry and is composed of three distinct but interrelated components:

The Career Intern Program (CIP) – Designed for high school students disillusioned by their previous high school experience, this program allows them to explore and develop career plans while earning the high school diploma.

The Career Orientation Program (COP) – This component provides a mechanism for integrating career-oriented subject matter into existing academic curricula by facilitating cooperative ties among the school, home and community and providing technical assistance to school personnel.

The Community Career Program (CCP) – By involving parents of the CIP interns in supportive activities, this program increases knowledge of various careers for parents as well as for their children. It is designed also to extend career, educational and economic opportunities to parents and other adults by locating resources to assist in developing basic skills and job skills.

The self-help philosophy so successful in the OIC for aiding the discouraged adult to break out of the cycle of poverty now has been transcribed into UCEC terms to reach the children. By combining a rigorous program of academic preparation with a systematic examination of and involvement in practical work experiences, the UCEC addresses the personal, social and intellectual needs of both students and their families.

Why is there an Urban Career Education Center?

The thrust of UCEC is to counteract the effects of a public school system that does not consistently meet the values and interests of many students, particularly those from minority cultures. School personnel unaware of the extent to which poverty and cultural bias can affect a student's sense of self seem to have difficulty teaching culturally different students.

Schools should provide teachers who are credible to students, teachers with whom students can identify and relate. When youngsters try to measure their own personal worth, they see it frequently through their teachers' attitudes. If teachers have problems relating to students who are economically and culturally different from themselves, they tend to lower their expectations for student achievement. Much evidence has been collected to indicate the existence of these prejudices. When low achievement is anticipated, it often is the outcome.

In every decade masses of students representing minority populations are denied a satisfactory education because mainstream teachers and program content for the most part have been unable to understand and relate to the student's background. Not using student backgrounds as bases for learning has caused many students to lose interest and motivation to learn. Without confidence in their own potential they become the high school dropouts of their generation.

UCEC operates on certain premises fundamental to the improvement of student achievement, motivation and success. It revolves around the idea that school personnel need to be sensitive to the world in which students live and must bring into the academic setting experiences that will be attractive to students. Program content must reflect student culture, learning styles and experiences. Cultural chasms must be bridged between students' families, communities and the schools. Pressing for the inclusion of nearby industrial resources in the academic environment can provide career knowledge that leads to prudent educational vocational counseling.

The upshot of UCEC, then, is to strike forcefully and positively at the educational experience on behalf of those students whose needs are unmet by traditional school programs.

Implementing a CIP

How is UCEC Implemented?

Some assumptions concerning program feasibility can be made from existing OIC Locals. Affiliates have created linkages between schools and industry, developed working relationships with members of the adult community and identified other possible support structures necessary for a UCEC program.

Installing a viable UCEC calls for the recognition and acceptance of all of the above-mentioned premises through its basic components – CIP, COP and CCP. A fully implemented UCEC reflects a shared commitment among school, home, community and industry; a broader understanding of student needs; an upgrading of career skills and aspirations of low-income parents and other adults; and a flushing out of invaluable resources ready and available to people throughout the community.

Although the techniques for dissemination and installation of the UCEC prototype still are being refined, the real test of validity will be reflected by the quality of services provided by successful replications of the UCEC prototype in a variety of settings. Each favorable reproduction of the program will open up new areas of inquiry for adaptive techniques and effectiveness. This **Implementation Planning Guide** offers initial suggested procedures for local administrators to follow in developing a UCEC in their neighborhood. The **Guide** will equip the administrator with information on workscope, proposed time sequences and expected outcomes. It can be used in concert with the available technical assistance and support services provided through the existing UCEC program.

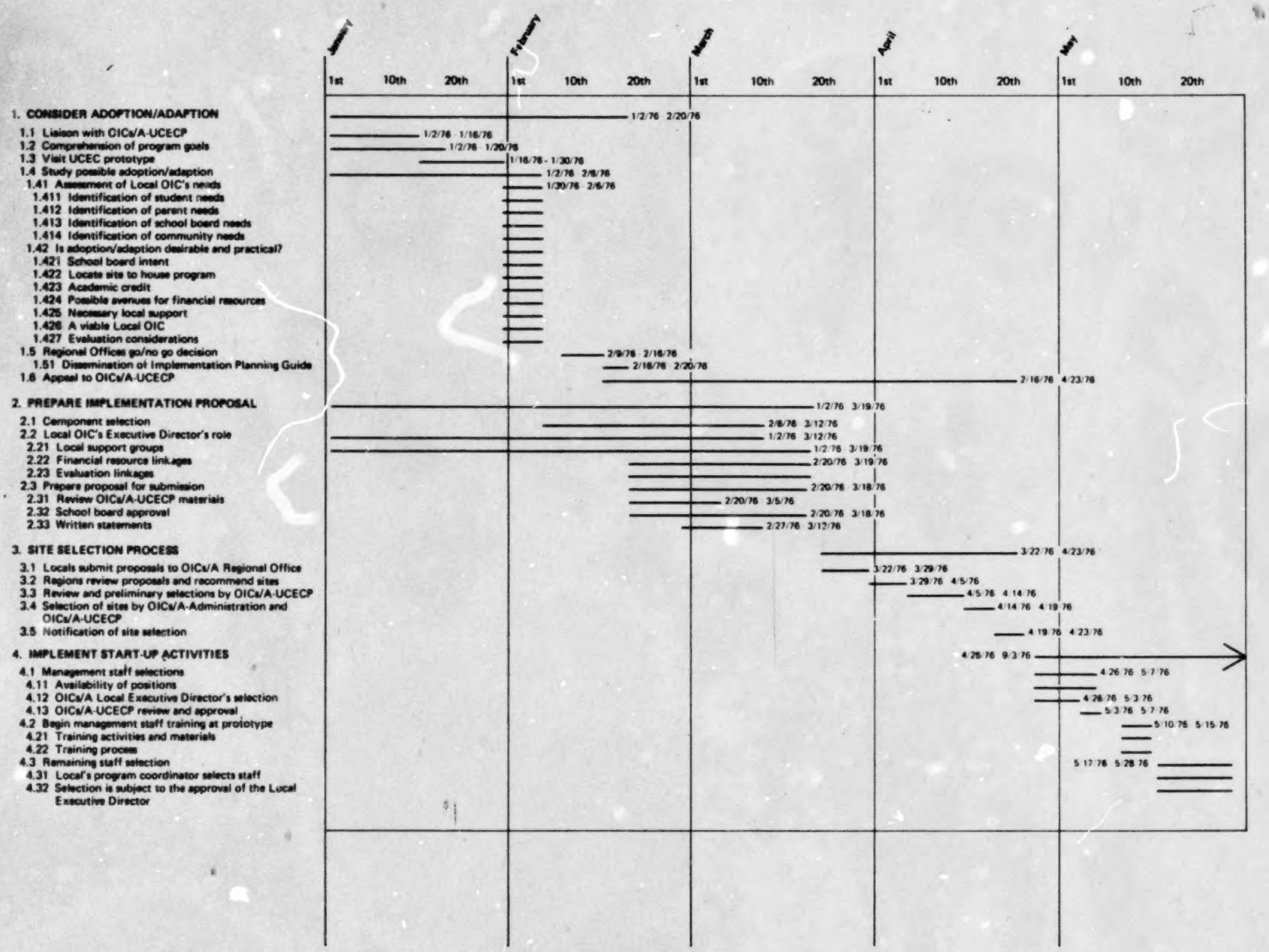
The underlying theme of replication is the need to provide quality education and career opportunities for today's youth. It requires the involvement of dedicated, capable people in schools, communities and industry who can develop processes to make education more attractive and jobs more accessible to all members of the community. They need to engage in a continued process of thoughtful deliberation in recording priorities and uncovering needed community resources. Replication of the UCEC experience makes imperative a shift in attitude concerning the potential academic achievement and career development of many of the nation's disenchanted young people.

After studying the descriptive brochures on the UCEC components (CIP, COP, CCP) and other information contained in the UCEC folder, those persons interested in adopting or adapting the UCEC prototype in their own communities should consider a site visit to the model program in Philadelphia. Such first-hand observation allows the visitor to conduct interviews with administrators, staff and students from the UCEC operation which can clarify the possibilities of translating the program to their own unique situations.

Once program aims and goals are chosen, the next step in implementation is a feasibility study. Such an investigation should examine the local site in terms of educational needs, interest by the school system, cooperation from local industry, available funding, supportive social services agencies and facilities for housing such a project.

This guide will deal with implementation for a Career Intern Program (CIP).

Suggested Timelines for the Implementation of a CIP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1. CONSIDER ADOPTION/ADAPTION
1.1 Liaison with CICs/A-UCECP
1.2 Comprehension of program goals
1.3 Visit UCEC prototype
1.4 Study possible adoption/adaption
1.41 Assessment of Local OIC's needs
1.411 Identification of student needs
1.412 Identification of parent needs
1.413 Identification of school board needs
1.414 Identification of community needs
1.42 Is adoption/adaption desirable and practical?
1.421 School board intent
1.422 Locate site to house program
1.423 Academic credit
1.424 Possible avenues for financial resources
1.425 Necessary local support
1.426 A viable Local OIC
1.427 Evaluation considerations
1.5 Regional Office go/no go decision
1.51 Dissemination of Implementation Planning Guide
1.6 Appeal to OICs/A-UCECP
2. PREPARE IMPLEMENTATION PROPOSAL
2.1 Component selection
2.2 Local OIC's Executive Director's role
2.21 Local support groups
2.22 Financial resource linkages
2.23 Evaluation linkages
2.3 Prepare proposal for submission
2.31 Review OICs/A-UCECP materials
2.32 School board approval
2.33 Written statements
3. SITE SELECTION PROCESS
3.1 Locals submit proposals to OICs/A Regional Office
3.2 Regions review proposals and recommend sites
3.3 Review and preliminary selections by OICs/A-UCECP
3.4 Selection of sites by OICs/A-Administration and OICs/A-UCECP
3.5 Notification of site selection
4. IMPLEMENT START-UP ACTIVITIES
4.1 Management staff selections
4.11 Availability of positions
4.12 OICs/A Local Executive Director's selection
4.13 OICs/A-UCECP review and approval
4.2 Begin management staff training at prototype
4.21 Training activities and materials
4.22 Training process
4.3 Remaining staff selection
4.31 Local's program coordinator selects staff
4.32 Selection is subject to the approval of the Local Executive Director
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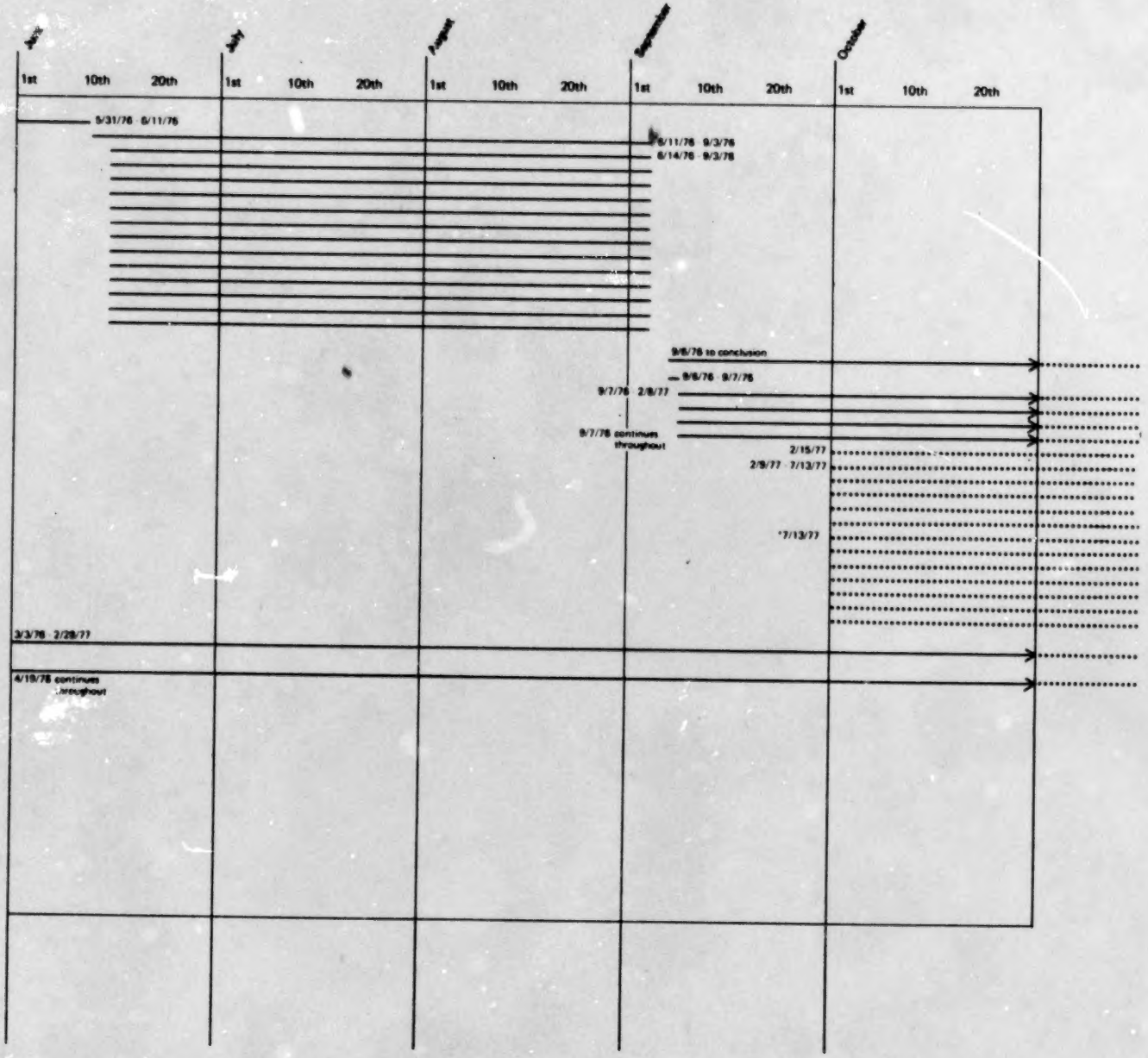

*Phase III – Because individualized programs will reflect the unique learning patterns of each intern, completion time will vary from intern to intern calling for flexibility in starting and ending dates of this phase.

Implementation Task Statements and Outcomes

Task Description: **1. Consider Adoption or Adaption of the UCEC.**

This step sets the stage for the entire implementation phase.

The OIC Local Executive Director examines the UCEC concept in terms of local educational and community needs and commitment. This examination determines whether or not to proceed further in considering local implementation.

Result: The Local OIC decides to continue planning for a UCEC and notifies OICs/A-UCECP of its interest.

Task Description: **1.1 The Local OIC establishes a liaison with OICs/A-UCECP.**

This task involves developing a relationship with the National and/or Regional OICs/A Offices. Interested audiences will then receive the UCEC information brochure containing a general overview of the program which is designed to orient groups who are considering adoption or adaption. Additional information can be procured by writing:

Mr. C. Benjamin Lattimore
Program Manager
OICs/A-UCECP
100 W. Coulter Street
Philadelphia, Pa. 19144

or calling: (215) 438-9800

Description packets discussing each component of UCEC (CIP, CCP, COP) provide further details about the operation of the program.

Result: The OIC Local has expressed a desire to proceed in considering adoption or adaption.

Task Description: **1.2 Local personnel comprehend goals, objectives and milestones of the UCEC model.**

Material from the UCEC information brochure and the description packets will be helpful in defining conditions necessary for establishing a program. Staff from the Local OIC and school district should analyze these materials and discuss all issues fundamental to organizing a UCEC with special consideration given to staffing needs, funding, support services, community and industrial interests and anticipated benefits to students and their families.

Result: The Local OIC develops a better understanding of the UCEC model.

Task Description: **1.3 The Local's personnel plan a site visit to the UCEC prototype for a firsthand observation of the program.**

For those who are interested in seeing the model in operation, this visit gives Local OICs the opportunity to conduct interviews with students, staff and administrators participating in the program. The Local OIC should involve all relevant persons in the visit so that representatives from the schools are present as well as those from the community, the industrial and business interests.

Result: A firsthand observation will clarify further the feasibility and possible effectiveness of the program in a different setting.

Task Description: **1.4 Local personnel conduct a study for possible adoption or adaption.**

A thorough examination of local educational and student needs and an assessment of business, industrial, social services and community support available to implement the program should be carried out. The Regional-Local network of OICs/A is used to disseminate site feasibility forms to interested Local OICs and other parties to help them outline a profile of their own community's educational needs. Information collected for this study will assess the resources available in each community, i.e. possible funding and industrial linkages, social service agencies and the extent of support which can be expected from the school district itself. The site feasibility forms will also aid potential adopters in analyzing their unique needs and provide them with further insight into the impact of the program on their community, school and students.

1.41 Assess Local OIC's needs.

Such information should be collected on all groups which will be affected directly or indirectly by the program.

1.411 Identify student needs.

A careful examination should be conducted in terms of students – their aspirations, motivation, potential, etc.

1.412 Determine parent needs.

Since parents exert extensive and serious influence on their children, this step is an important one. Are parents interested in participating in a career education program for their children? What are their own career aspirations? What are their employment and educational needs? What are their counseling needs in addressing family problems?

1.413 Assess school board needs.

This examination should focus on the amount of support that the school policy makers, the administration and staff are ready to give to such a program.

1.414 Diagnose community needs.

Encompassed here are an investigation of: employment possibilities, industrial and business personnel needs, possible job training programs to meet these personnel needs, the kinds of skills already in existence in the adult community and the desire and interest in the adult community for raising their educational and employability levels.

1.42 Determine desirability of adoption or adaption.

Information on the following factors needs to be gathered and transmitted to the Regional Office.

1.421 Analyze school board intent.

This effort will provide essential information concerning the appropriateness of local development of the entire UCEC program. The compatibility of the goals of UCEC and the local school district will be a determining factor as will be the extent of local needs.

1.422 Locate an educational services site to house the program.

The facility should have space for classrooms, offices, resource centers, science laboratories, meeting rooms, recreational areas, rest rooms and an infirmary. The site should be located away

from existing high schools so as to provide a new environment for the students. The facility must meet local building code standards.

1.423 Investigate the granting of academic credit.

This matter is crucial if the program is going to offer students a meaningful educational alternative. How much credit and for which subjects need to be determined in this sequence.

1.424 Explore possible avenues of financial resources.

This search is a vital factor in determining the practicality of developing such a program. Funding support for the UCEC program must be appraised in terms of local needs.

1.425 Determine extent of local support.

If the Local OIC is to continue planning, support should be determined vis a vis the levels of interest of the school district, the business and industrial community, the school staff and parents.

1.426 Take stock of the utility of a viable OIC Local.

Certain assumptions for adoption or adaption can be made when a Local OIC exists. For example, there will already be an established success record in training people and placing them in jobs. Linkages exist between industry and the community that have potential for further development.

1.427 Consider evaluation requirements.

Evaluation of the program is an important feature. An independent agency should be located and should be performing evaluation tasks from proposal development through the program implementation and operational phases.

Result: The OIC Local has the necessary information to make a decision regarding its needs and capabilities based on its feasibility study.

1.5 OIC Regional Office makes the go/no go decision.

Local OICs will submit their feasibility studies to their OICs/A Regional Offices for review and validation. It will be the Regional Offices' responsibility to make a go/no go decision concerning the capabilities and needs of the Locals.

1.51 The **Implementation Planning Guide** is disseminated to all of the Local's personnel who will be involved in the proposal development.

1.6 Local personnel appeal to OICs/A-UCECP when a no go decision is made.

Locals receiving an adverse decision from the Regions may appeal to the OICs/A-UCECP for further consideration.

The administrators of OICs/A-UCECP will re-examine information on the site in question and will notify respective audiences of their decision.

2. Local Personnel Prepare the Implementation Proposal.

Consideration must be given to the entire workscope of the program, local support, projected expenditures and expected results for students, industry and the community. The basic initial program ideas must be transformed into a viable operational system if complete implementation is to take place.

2.1 Select components.

In some Locals there will be enough need and available support to opt for the implementation of all three components (CIP, CCP, COP). In other communities total installation may be less desirable and it will be more suitable to implement one or two components only.

2.2 The Local OIC Executive Director takes a leadership role to formulate and design a proposal.

The Local OIC Executive Director provides guidance in the development of the proposal. It will be his/her responsibility to assure input in this development from the school district, the community and business interests.

2.21 Involvement of local groups.

Because local support is so pivotal to a program such as this, linkages with social, educational, political and business interests are necessary.

2.22 Nurture financial resource linkages.

These are vital in preparing for implementation since developing a stable program requires a budget for hiring and training staff, purchasing materials and supplies and providing other program necessities.

2.23 Incorporate evaluation linkages into the proposal plan.

Assessment should commence simultaneously with implementation and be operational throughout.

2.3 Prepare proposal for submission to OICs/A-UCECP.

With the aid of the Local Executive Director and the appropriate representation from involved parties, work can begin on the proposal.

2.31 This task force should review all OICs/A-UCECP materials and seek further information as needed from the Regional Office.

2.32 School board approval must be obtained. A letter of intent delineating the commitment of the educational enterprise is necessary.

2.33 All proposals should address the following:

Problem statement
Related research
Objectives
Budget (operational evaluation)
Letter of intent indicating school board approval
Personnel (roster of management personnel and and readiness)
Technical Assistance required from OICs/A-UCECP
Procedure:

A – population sample
B – design and methods
1) student characteristics
2) student recruitment
3) staff selection procedures
4) academic credit
5) integration into traditional schools
6) business, industrial, educational and community linkages
C – collection of data and measures
D – analysis of data
E – time schedule
F – end product

Result: These written plans are incorporated into the implementation proposal which is now ready to be submitted.

3. The Site Selection Process Begins.

This process includes the following tasks:

3.1 Locals submit proposals to OIC Regional Office.

3.2 The Regions review proposals and recommend five possible sites to OICs/A-UCECP.

3.3 OICs/A-UCECP review and make recommendations.

3.4 OICs/A and OICs/A-UCECP administrations select one of these sites from each Region for implementation and one site as an alternate.

3.5 Notification of site selection is then made by OICs/A-UCECP to all groups who have submitted proposals.

4. Implement Start-up Activities.

At this stage of installation priorities include recruiting, selecting and training staff, developing program sites and orienting in-school program personnel.

4.1 Select management staff.

Members should be recruited on the basis of experience, expertise in the field, sensitivity and training. The program coordinator and other supervisory personnel are recruited first.

4.11 Announce availability of positions to all Local staff members and the community at large.

4.12 Local OIC Executive Director reviews and selects candidates for these key positions.

Resumes are then forwarded to OICs/A-UCECP.

4.13 Selections are subject to OICs/A-UCECP's approval.

4.2 Management staff training begins at the UCEC prototype.

Replication Teams from OICs/A-UCECP will conduct training sessions employing techniques and methodologies that should be utilized within an operating UCEC. The Replication Teams include specialists in administration, career development, counseling, instruction and evaluation. The Local OIC is responsible for providing training time for its program management staff.

4.21 Distribute training manuals to Local staff. Training manuals will be utilized by the Replication Teams throughout these training sessions.

4.22 Begin training process.

Training instruction will encompass UCEC's programmatic design, dynamics and outcomes. An important feature of this instruction will be the ramifications of evaluation parameters throughout the program.

4.3 Select remaining staff.

4.31 The appointed program coordinator will interview and select his/her remaining staff members.

4.32 Final staff selection will be subject to the approval of the Local OIC Executive Director.

Local OIC program coordinator completes component by making the final staff choices.

4.4 Further training of all staff at the UCEC prototype site.

4.5 Technical assistance will continue to be provided, as needed, at local site.

4.6 Begin local site development.

It is important to establish and maintain a communication system with OICs/A-UCECP and to set up an ongoing staff development program.

4.61 Work out timelines with OICs/A-UCECP's Replication Team.

4.62 Make individual staff assignments.

This task is performed by the program coordinator, with the positions of the counseling and career supervisor, associate professionals, instructional supervisor, career resource center specialist, job developers and school district coordinator.

4.63 Plan for documentation of progress with the Local OIC Executive Director and OICs/A-UCECP.

Monthly progress reports should be submitted by staff to the Local Executive Director.

4.64 Make necessary building repairs or renovation.

4.65 Purchase adequate public and student liability insurance.

4.66 Identify and purchase necessary equipment.

4.7 Recruit interns.

Interns may be recruited from selected high schools, through social service agency referrals, or by their own application. The school district coordinator examines prospective interns' school records.

4.71 Determine the number, grade level and characteristics of interns.

The following are the criteria for selection of interns:

Minimum fifth grade reading level
Irregular school attendance
Lack of interest in traditional high school
Family adjustment difficulties
No major disciplinary problems
Minimum of two earned high school credits

4.8 Set up intake period.

Schedule prospective interns and parents for intake interviews.

4.81 Interview all prospective interns and parents to collect data that will be relevant to the interns' educational needs.

4.82 Test interns to determine their eligibility for enrollment into the CIP.

4.83 Arrange a lottery to determine the final selection for admission of eligible interns.

5. Begin the Operational Program for CIP.

Much attention from management, counseling and instructional staff is needed in the early stages. It is the time for developing the foundation that interns need to build the fundamental skills and attitudes for coping successfully with their educational and career preparation. Corrective action must be taken in these early weeks to repair communications breakdowns.

5.1 Conduct the orientation.

Orientation welcomes the interns into the CIP and provides them and their parents with in-depth information on the CIP goals and anticipated outcomes.

5.2 Introduce Phase I (22 weeks).

Interns adjust to a new experience and learn to relate to instructors, staff and peers.

5.21 Teaching strategies include:

a. **Mini-lessons** using role play, career lotto, charades and simulation situations.
b. **Field trips** to business and industry sites to enlarge awareness of career opportunities.
c. **Resource speakers** to give more realism to course material.
d. **Materials** such as magazines, tapes, newspapers, films, records and filmstrips that relate to the course of study.

5.22 Arrange for career counseling seminars to be held during the regular academic schedule.

5.23 Initiate the Career Development Plan.

The counselor, with input from the instructor, career developers, interns and parents, outlines individualized sequential programs indicating the path by which interns can reach career goals. Completion of the CDP indicates that the intern is prepared to begin working productively toward his or her career goals.

5.24 Provide mechanism for intern assessment.

Establish a structured framework to measure intern progress and include all staff that relate to the intern as well as the intern's parents.

5.3 Introduce Phase II (approximately 22 weeks).

Phase II is geared toward more intensive, individualized academic subject matter integrated with career-oriented material and Hands-on experience.

5.31 Provide Hands-on experiences for each intern.

5.32 Develop academic skills via individualized learning packets.

5.33 Provide interns with necessary preparation to develop realistic career choices.

5.34 Prepare interns for entrance into college, technical schools, advanced skill training or employment.

5.4 Plan for Phase III.

This phase coordinates all the efforts of the CIP by assisting the interns in entering their chosen career field. Interns enter Phase III when they have almost fulfilled graduation requirements and have made a career choice.

5.41 Phase III opens four (4) options for the intern:

5.411 **College enrollment** is fostered by providing course work to those interns desiring higher education.

Along with this work, asssistance is given in making applications and taking admission tests. Academic assessments indicating the readiness of interns for college entrance are conducted to assist interns in making these choices.

5.412 **On-the-job training** in a situation that interests the intern will be located.

In this option, the intern may choose to work either full- or part-time for pay. If the intern chooses to go into an on-the-job training situation while pursuing the high school diploma, the staff will assist in shaping an academic program that will be consonant with the job schedule as well as provide whatever tutorial assistance is necessary to keep up with classroom assignments.

5.413 **Advanced skills training** in a technical school, industry or community college is available to those interns whose interests lie in this area.

The efforts and resources of UCEC are coordinated to support interns deciding to pursue this kind of training.

5.414 Employment is an option some interns may choose.

If the intern is interested in securing employment, the counselor coordinates efforts with the Career Department to secure employment for the intern.

5.5 Follow-up will be conducted on all CIP graduates.

The counselor maintains contact with, provides assistance to and assesses the progress of former interns who have entered college for a period of twelve months. Those interns who have followed a career choice in advanced skills training, on-the-job training or employment will be followed up by the Career Department for a period of six months.

6. Planning Next Year's Program is an Outgrowth of the On-going Evaluation.

The evaluation reflects the concurrence of objectives with performance and helps program developers to make necessary adjustments. Observations of the program, written reports and comments from staff, interns and parents illustrate whatever redesigning is needed to improve the program.

7. OICs/A-UCECP's Monitoring Function.

OICs/A-UCECP's staff and the Replication Teams will provide close start-up support for each Local's program. There will be periodic site visitations with long-term technical assistance in such areas as administration, curriculum, counseling, the career counseling department and instruction. This technical assistance will include the identification of problems, the setting of priorities and the use of contingency actions.

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